

**“SERVING DIVERSE COMMUNITIES & ADVANCING RACIAL EQUITY”  
WEBINAR TRANSCRIPT  
EXPANDING CALFRESH TO SSI RECIPIENTS: ACCESS FOR ALL GUEST  
SPEAKER SERIES  
REMOTE BROADCAST CAPTIONING  
TUESDAY, APRIL 02, 2019**

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>> WELCOME TO THE SECOND WEBINAR IN OUR ACCESS FOR ALL SPEAKER WEBINAR SERIES. AS WE GET CLOSER TO EXPANDING ELIGIBILITY TO S.S.I. RECIPIENTS JULY 1ST. MY NAME IS BRIAN KAISER HERE AT THE CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, AS WELL AS YOUR HOST FOR TODAY'S WEBINAR. THIS PROGRAM EXPANSION WILL SIGNIFICANTLY INCREASE THE NUMBER OF CALIFORNIANS ELIGIBLE FOR CALFRESH. THIS IS A GREAT OPPORTUNITY TO SPEND TIME THINKING ABOUT HOW WE CAN TRULY MAKE CALFRESH FOOD BENEFITS ACCESSIBLE TO ALL. THE INTENT OF THE WEBINAR SERIES IS TO PROVIDE A PLATFORM FOR A RANGE OF SPEAKERS. SERVING SENIORS, DIVERSE COMMUNITIES AND MORE. THE PRESENTATION IS ABOUT SERVING PEOPLE WITH DISABILITIES. WE ARE JOINED BY TWO INCREDIBLE GUEST SPEAKERS FROM THE DEPARTMENT OF REHABILITATION AND STATE COUNCIL ON DEVELOPMENTAL DISABILITIES. I WILL BE INTRODUCING THEM IN A FEW MINUTES. WE HOPE YOU GET AT LEAST ONE NUGGET OF INFORMATION. NEW PERSPECTIVES OR NEW WAY OF EFFECTIVELY DOING YOUR WORK EVERYDAY. WE HOPE YOU WILL INCORPORATE THESE LESSONS LEARNS AS WE HEAD TOWARD JUNE 1ST 2019. FIRST LET'S GO OVER THE POLICY CHANGE THAT BROUGHT US TOGETHER FOR THIS GREAT SERIES. TODAY'S WEBINAR WILL BE IN LISTEN-ONLY MODE. YOU CAN CONNECT AUDIO VIA PHONE OR COMPUTER BUT NOTE ALL LINES WILL BE MUTED DURING THE PRESENTATION. WE ARE HAPPY TO BE OFFERING LIVE CLOSED CAPTIONING FOR THOSE WITH HEARING CHALLENGES BY CLICKING THE LINK IN THE CHAT BOX AND WE WILL UPLOAD

A CLOSED CAPTION VERSION AT OUR WEBSITE. OR IF YOU GOOGLE CALFRESH S.S.I. IT'S PROBABLY THE FIRST THING YOU SEE. THIS BRINGS ME TO OUR NEXT LOGISTICAL DETAIL. HOW DO YOU ASK QUESTIONS? YOU CAN ASK QUESTIONS BY USING THE QUESTION PING FEATURE ON THE RIGHT SIDE OF YOUR SCREEN. FOR TODAY'S PRESENTATION WE WON'T BE ANSWERING QUESTIONS LIVE BUT YOU COULD SUBMIT ANY QUESTIONS AT ANY TIME DURING ANY PRESENTATION AND YOUR RESPONSES WILL BE RECORDED AND WE WILL PROVIDE RESPONSES TO ALL RECIPIENTS AFTER THE WEBINAR. RESPONSES WILL BE POSTED TO THE WEBSITE ALONG WITH MATERIALS YOU SEE HERE AND RECORDING OF TODAY'S PRESENTATION. NEXT I WOULD LIKE TO DO A QUICK PLUG FOR ACCESS FOR ALL SPEAKER SERIES. ON APRIL 9TH, WE ARE DOING A SERIES ON SERVING SENIORS THAT WILL BE HOSTED BY THE NATIONAL COUNCIL ON AGING AND APRIL 16TH WE HAVE TWO WEBINARS COMING UP. THE FIRST ONE IS SERVING PEOPLE IN MULTIPLE LANGUAGES AND WELCOMING IMMIGRANTS. IN THE AFTERNOON ON THE 16TH WE WILL BE DOING OUR FINAL WEBINAR IN THE SERIES WHICH IS SERVING DIVERSE COMMUNITIES AND ADVANCING RACIAL EQUITY, THAT WILL BE HOSTED BY PUBLIC HEALTH APPLICANTS. IF YOU HAVEN'T DONE SO ALREADY YOU CAN REGISTER FOR OUR WEBINARS AT CALFRESH S.S.I. BEFORE I TURN IT OVER TO OUR GUEST SPEAKERS, LET'S PROVIDE A QUICK REVIEW OF THE POLICY CHANGE THAT WILL EXPAND ELIGIBILITY TO S.S.I. RECIPIENTS. THE POLICY STARTED 1974 WHEN THE FEDERAL GOVERNMENT BEGAN COMBINED FEDERAL AND STATE S.S.I./S.S.D. PROGRAM. AT THE TIME THEY WERE ABLE

TO INCREASE THE GRANT INSTEAD OF ADMINISTERING WHAT WAS THEN KNOWN AS THE FOOD STAMP PROGRAM. CALIFORNIA ELECTED THE OPT-OUT POLICY. BACK THEN THIS CHANGE MADE SENSE IT WAS EQUIVALENT TO THE AVERAGE FOOD BENEFIT AND AN EFFICIENT WAY TO PROVIDE FOOD BENEFITS TO AN ELIGIBLE POPULATION. THE S.S.I. RECIPIENTS HAVE BEEN INELIGIBLE BECAUSE IN THEORY THEY WERE ALREADY SATISFYING THE ALLOWANCE IN THEIR BENEFITS. S.S.I. CASH-IN AMOUNT HAS REMAINED FLAT AT \$10 AND LOST RELATIVE VALUE SINCE 1974. THIS MEANS MANY S.S.I. RECIPIENTS LIVING ON A VERY LIMITED BUDGET ARE LIKELY TO HAVE UNMET FOOD NEEDS BUT THEY ARE UNABLE TO APPLY FOR CALFRESH FOOD ASSISTANCE. LAST SUMMER ASSEMBLY BILL 1811 PASSED AS PART OF THE STATE BUDGET WHICH REVERSED CASH OUT AND PUT THE WHEELS IN MOTION TO ALLOW PEOPLE RECEIVING S.S.I. S.S.D. TO PROVIDE FOR CALFRESH ON OR AFTER JULY 1ST 2019. IF OTHERWISE ELIGIBLE THEY WILL BE ABLE TO RECEIVE FOOD BENEFITS ON TOP OF THE STANDARD S.S.I., S.S.P. GRANT. IT'S IMPORTANT TO REMEMBER THERE WILL BE NO CHANGE TO THE COMBINED BENEFIT AS A RESULT OF THE POLICY CHANGE. THIS NEARLY PROVIDES AN OPPORTUNITY FOR THE AFFECTED HOUSEHOLDS TO INCREASE THEIR TOTAL BUDGET. WITH THAT I HAVE THE PLEASURE OF INTRODUCING OUR TWO GUEST SPEAKERS. TONI BRAMFORD, TRAINING OFFICER WITH CALIFORNIA DEPARTMENT OF REHABILITATION AND SHEILA STATE COUNCIL ON DEVELOPMENTAL DISABILITIES BAY AREA OFFICE. WELCOME TONI AND SHERIDAN AND I WILL HAND IT OVER TO YOU.

>> THIS IS SHERIDAN NIKOLAOU. ON BEHALF OF TONI BRAMFORD FROM DEPARTMENT OF REHABILITATION WE ARE HAPPY TO BE HERE TODAY. FIRST THINGS FIRST, LET'S LOOK AT AN OVERVIEW. WE WILL FIRST START WITH HELPFUL INFORMATION ABOUT DISABILITIES. NOW TO BE CLEAR, THIS IS NOT MEANT TO BE A COMPLETE OR EXHAUSTIVE LIST BUT RATHER ENOUGH INFORMATION AND HELPFUL HINTS FOR YOU TO PREPARE IN YOUR NEW ROLES. THEN, WE WILL BE DOING SOME WORK IN CREATING ACCESS IN COMBATING ABLEISM AND EXPLAINING MORE ABOUT WHAT THAT IS. THEN WE WILL BE LOOKING AT TOOLS. NEXT WE WILL BE LOOKING AT COMMUNICATION TOOLS AND TIPS AND FOLLOWING IT UP WITH RESOURCES AND SUPPORTS. NEXT SLIDE, PLEASE. SO FIRST LET'S TALK A LITTLE ABOUT THE TERM DISABILITY AND THE DEFINITION. IT'S IMPORTANT TO NOTE IN GENERAL WE ARE TALKING ABOUT A PHYSICAL, A LEARNING, A SENSORY BASED DEVELOPMENTAL OR PSYCHIATRIC BASED CONDITION THAT MAY SUBSTANTIALLY, WITH THAT SAID IT IS IMPORTANT FOR US TO UNDERSTAND THERE'S NO UNIVERSAL DEFINITION OF DISABILITY. DEFINITIONS VARY. SOME CASES VERY SIGNIFICANTLY BASED ON THE SOCIO POLITICAL AND MEDICAL ENVIRONMENT. ONE THING IMPORTANT TO UNDERSTAND ANYONE CAN BECOME A MEMBER AT ANY POINT IN THEIR LIVES. CAL ABLE AND STATE DISABILITY, SOCIAL SECURITY, YOU GET THE IDEA. IN GENERAL IN CALIFORNIA, WE SEE THAT BASED ON PERCENTAGES WE CAN EXPECT THAT 6.8% TO 20% OF THE POPULATION CAN BE DEFINED AS HAVING A DISABILITY, DEPENDING ON THE DEFINITION. SO THAT'S ANYWHERE BETWEEN 2.7 AND 8

MILLION CALIFORNIANS WITH DISABILITIES. NOW I WILL PASS IT ON TO TONI.  
NEXT SLIDE, PLEASE.

>> THANK YOU, VERY MUCH, SHERIDAN. I'M GOING TO START OFF  
TALKING ABOUT PHYSICAL DISABILITIES AND MOST OF US UNDERSTAND  
WHAT IT IS WHEN WE SEE AN INDIVIDUAL WITH A PHYSICAL DISABILITY BUT  
WE ARE GOING TO DIVE INTO IT A BIT MORE. PHYSICAL DISABILITIES RANGE  
FROM LIMITATIONS OF STAMINA TO PARALYSIS. SOME PHYSICAL DISABILITIES  
ARE CAUSED BY CONDITIONS PRESENTED AT BIRTH WHILE OTHERS ARE A  
RESULT OF ILLNESS OR PHYSICAL INJURIES. PHYSICAL DISABILITIES TALKED  
ABOUT INCLUDE, BUT NOT LIMITED TO: LEARNING DISABILITY RESULTS FROM  
THE WAY A PERSON'S BRAIN IS WIRED. INDIVIDUALS WITH LEARNING  
DISABILITIES ARE AS SMART AS OR SMARTER THAN THEIR PEERS BUT THEY  
HAVE DIFFICULTY IN READING, WRITING, SPELLING, REASONING, RECALLING  
AND ORGANIZATIONAL INFORMATION. A LEARNING DISABILITY CAN'T BE  
CURED BUT WITH THE RIGHT SUPPORT AND INTERVENTION, INDIVIDUALS  
WITH LEARNING DISABILITIES CAN BE SUCCESSFUL. SO THERE ARE SOME  
TYPES OF LEARNING DISABILITIES I JUST WANT TO HIGHLIGHT. DYSPRAXIA  
AFFECTS A PERSON'S MOTOR SKILLS. THIS COULD AFFECT SOMEBODY IF  
THEY EVENTUALLY NEED TO -- IF THEY HAVE PROBLEMS WITH MOVEMENT OR  
COORDINATION. IT COULD BE SOMETHING AS SIMPLE AS HOLDING A SPOON  
OR TYING SHOE LACE THAT COULD START AS A PROBLEM. LATER THEY MAY  
STRUGGLE WITH WRITING OR TYPING. DYSLEXIA IS A LEARNING BASED  
DISABILITY THAT AFFECTS READING RELATED TO YOUR LANGUAGE BASE

SKILLS. IT AFFECTS READING FLUENCY, CODING, READING COMPREHENSION, RECALLING, SPELLING AND SOMETIMES SPEECH. DYSGRAPHIA AFFECTS HANDWRITING AND FINE MOTOR SKILLS. YOU MAY NOTICE SYMPTOMS OF ILLEGIBLE HANDWRITING OR INCONSISTENT SPACING OR EVEN POOR SPELL AS A SYMPTOM. DYSCALCULIA, HAS TO DO WITH POOR COMPREHENSION OF MATH SKILLS BUT OVER TIME COULD INCLUDE DIFFICULTY TELLING TIME OR HAVING TROUBLE WITH COUNTING. JUST TO NAME A FEW OF THEM. NEXT SLIDE, PLEASE A SENSORY DISABILITY AFFECTS ONE OR MORE OF YOUR SENSES. WE ALL KNOW OUR SENSES AS SIGHT, HEARING, TOUCH, SMELL, TASTE, AND THERE IS AN IMPAIRMENT WITH ONE OF THOSE. SOME EXAMPLES INCLUDE WEARING GLASSES IF YOU HAVE A SLIGHT SIGHT IMPAIRMENT OR HARD OF HEARING OR HEARING AID YOU HAVE A HEARING IMPAIRMENT. USUALLY SENSITIVITY OF THE PALM OF YOUR HANDS OR SOLES OF YOUR FEET ARE REPORTED AS TOUCH SENSITIVITIES AND SENSITIVITIES WITH NOISE AND LIGHT CAN ALSO BE SYMPTOMS. SENSORY PROCESSING DISORDERS IS A CONDITION WHERE A PERSON RECEIVES, HAS TROUBLE RECEIVING OR RESPONDING TO INFORMATION THAT COMES THROUGH THEIR SENSES. WHEN SOMEONE HAS A SENSORY PROCESSING DISORDER, THEY ARE ABLE TO SENSE THE INFORMATION HOWEVER THE BRAIN PERCEIVES AND ANALYZES THE INFORMATION IN AN UNUSUAL WAY. SOME PEOPLE WITH SENSORY PROCESSING DISORDERS ARE OVER SENSITIVE TO THINGS IN THEIR ENVIRONMENT. COMMON SOUNDS MAY BE PAINFUL OR OVERWHELMING AND FEELING OF CERTAIN TEXTURES ON THEIR SKIN MAY BE

UNCOMFORTABLE. NEXT SLIDE, PLEASE. BLINDNESS AND LOW VISION.

BLINDNESS IS A LACK OF VISION. IT REFERS TO THE LOSS OF VISION THAT CANNOT BE CORRECTED WITH GLASSES OR LENSES. PARTIAL BLINDNESS MEANS YOU HAVE VERY LIMITED VISION. COMPLETE BLINDNESS MEANS YOU CANNOT SEE ANYTHING AND YOU DO NOT SEE LIGHT. MOST WHO USE THE TERM BLINDNESS MEAN COMPLETE BLINDNESS BUT THOSE USE TO 2200 WITH GLASSES OR CONTACT LENSES ARE CONSIDERED LEGALLY BLIND IN MOST STATES IN THE U.S. WE WILL DISCUSS THE MOST COMMON VISUAL CONDITIONS ON THE NEXT FEW SLIDES. NEXT SLIDE, PLEASE. SO VISION ALSO REFERS, THIS VISION COULD HAPPEN SUDDENLY OR OVER A PERIOD OF TIME. LOW VISION IS UNCORRECTABLE VISION, LOSS THAT INTERFERES WITH DAILY ACTIVITIES AND IT'S BETTER DEFINED WITH THINGS OF FUNCTION RATHER THAN NUMERICAL TESTING. IN OTHER WORDS, LOW VISION IS NOT ENOUGH VISION TO SEE WHATEVER IT IS YOU NEED. WHICH CAN VARY FROM PERSON TO PERSON. SOMETIMES LOW VISION LOSS NEVER LEADS TO COMPLETE BLINDNESS. LET'S LOOK AT MORE COMMON ONES PEOPLE HEAR ABOUT. NEXT SLIDE, PLEASE. FOR THOSE WHO ARE LOOKING AT THE SCREEN, IF YOU ARE AN INDIVIDUAL WHO CAN'T SEE THE PICTURE LET ME DESCRIBE WHAT YOU ARE SEEING. THIS SLIDE INCLUDES A CLOSE-UP OF A PICTURE OF A BABY. THE LEFT SIDE IS A VIEW THROUGH THE HEALTHY LENS AND THE PHOTO IS VERY CLEAR. THE RIGHT SIDE SHOWS AN IMAGE OF THE BABY THROUGH A CATARACT LENS AND IT IS CLOUDY AND BLURRY. CATARACTS IS A CONDITION THE LENS OF THE EYE WHICH IS NORMALLY



CLEAR BECOMES CLOUDING OR OPAQUE. CATARACTS USUALLY FORM SLOWLY AND WITHOUT PAIN. THEY CAN AFFECT ONE OR BOTH EYES AND OVER TIME MAY INTERFERE WITH VISION CAUSING IMAGES TO APPEAR BLURRY OR FUZZED AND COLORS SEEM TO FADE. NEXT SLIDE, PLEASE. A VIEW OF COLOR BLINDNESS. A PICTURE IS OF TWO DOUGHNUTS. THE FIRST DOUGHNUT ON THE LEFT SIDE HAS BRIGHT YELLOW, GREEN, BLUE, PINK, CANDIES ON IT. THE SECOND DOUGHNUT IS MORE MUTED COLORS OF BLUE, PINK AND RED WITH SOME MISSING DUE TO COLOR BLINDNESS. COLOR BLINDNESS ITSELF IS A VISION PROBLEM IN WHICH A PERSON DISTINGUISHED, HAS DIFFICULTY DISTINGUISHING CERTAIN COLORS. MOST COMMONLY RED AND GREEN. SOMETIMES BLUES AND GREENS OR BLUES AND YELLOWS HAVE PROBLEMS. THERE'S NO TREATMENT OR CURE FOR PERSONS WITH COLOR BLINDNESS BUT YOU CAN LEARN TO ADAPT IN VARIOUS WAYS. FOR EXAMPLE, COLOR BLIND DRIVER CAN REMEMBER THE LIGHTING POSITION ON TOP OF THE TRAFFIC LIGHT IS THE RED ONE AND SO FORTH. NEXT SLIDE, PLEASE. THE LEFT SIDE IS CLEAR OR CONTAINS DISORDER DUE TO MUSCULAR DEGENERATION. IT AFFECTS YOUR DETAILS. MACULAR DEGENERATION CAUSES BLURRED DISTORTION AND DIM VISION OR BLIND SPOTS IN THE CENTER OF YOUR VISUAL FIELD. PERIPHERAL VISION ISN'T GENERALLY AFFECTED. THIS CONDITION IS PAINLESS AND MAY PROGRESS SO GRADUALLY THAT THE AFFECTED PERSON MAY NOT NOTICE THE CHANGES IN THE BEGINNING. NEXT SLIDE, PLEASE. AND FINALLY IN VIEW OF DIABETIC RETINOPATHY. THIS IS A PICTURE OF A SKY WITH A

MOUNTAINVIEW AND MEADOW. THE LEFT SIDE IS CLEAR AND THE RIGHT SIDE IS A BLURRED IMAGE WITH DARK PATCHES THROUGHOUT THE PHOTO. EYE CONDITIONS THAT RESULT FROM THE IMAGE FROM THE DAMAGING EFFECTS IN DIABETES, THE LONGER THE PERSON HAS DIABETES THE MORE LIKELY THEY WILL DEVELOP DIABETIC RETINOPATHY. NEXT SLIDE, PLEASE. NOW LET'S TALK ABOUT DEAF AND HARD OF HEARING. DEAFNESS CAN KEEP YOU FROM HEARING ALL SOUNDS. HEARING LOSS IS BEING PARTIALLY OR TOTALLY UNABLE TO HEAR THE SOUND IN BOTH OR ONE OF YOUR EARS AND HEARING DISORDERS MAKE IT HARD BUT NOT IMPOSSIBLE TO HEAR. PATIENTS MAY NOT ALWAYS WANT TO DISCLOSE THEY HAVE HEARING LOSS, THIS MAY RESULT FROM DENIAL, STIGMA OR FEAR OF BEING TREATED DIFFERENTLY. NEXT SLIDE, PLEASE. SOME THINGS YOU MAY HAVE RUN INTO OFTEN THEY OFTEN ASK STATEMENTS OR QUESTIONS TO BE REPEATED. THEY OFTEN MISUNDERSTAND CONVERSATIONS AND INFORMATION, ESPECIALLY IN NOISY AND BUSY ENVIRONMENTS. THERE IS A DIFFICULTY UNDERSTANDING WHEN THEY CANNOT SEE THE SPEAKERS FACE. AND ONE TENDS TO TURN ONE EAR TOWARDS A PERSON SPEAKING AND CUPPING THEIR HAND BEHIND THEIR EAR. A LOT OF TIMES YOU WILL FIND THE PERSON HARD OF HEARING OFTEN SPEAKS LOUD TO COMPENSATE FOR THEIR NEEDS OR THEY MAY COMPLAIN THAT PEOPLE ARE MUMBLING, EXCUSE ME, NEXT SLIDE, PLEASE. SOME EXAMPLES OF COMMUNICATION WILL BE TO REDUCE THE BACKGROUND NOISE. MINIMIZE DISTRACTIONS. MAKE SURE THE ROOM IS WELL-LIT AND THE LIGHT SOURCE SHOULD BE IN THE FRONT OF THE

PERSON SPEAKING, NOT BEHIND THEM. BE SURE YOUR PATIENCE CAN SEE YOUR MOUTH, DON'T CHEW GUM OR PUT A PEN IN YOUR MOUTH OR COVER YOUR MOUTH WITH YOUR HAND. GREAT WAYS SIMPLE TO BE ABLE TO COMMUNICATE WITH SOMEBODY DEAF OR HARD OF HEARING RANGE FROM A DRY-ERASE BOARD TO AMPLIFIED TELEPHONES TO USING YOUR PHONE OR YOUR COMPUTER. OF COURSE HAVING AN INTERPRETER. SO WITH THAT, LET'S PASS IT ONTO SHERIDAN.

>> GREAT, THANK YOU, TONI. NEXT SLIDE, PLEASE. GREAT, WHAT WE WILL DO NOW IS TALK A LITTLE ABOUT DEVELOPMENTAL DISABILITY. AND REALLY WHAT THAT IS, THAT IS A GROUPING OR CLASSIFICATION OF DIFFERENT CATEGORIES OF DIFFERENT \*S DISABILITIES CONSIDERED DEVELOPMENTAL IN NATURE. FOR THE PURPOSE OF TODAY WE WILL BE USING THE DEVELOPMENTAL DISABILITY ASSISTANCE AND BILL OF RIGHTS ACT WHICH HAS BEEN AROUND ABOUT 40 YEARS AND RECENTLY AMENDED IN THE YEAR 2000. THAT IS THE ACT THAT ALSO HAS THE STATE COUNCIL ON DEVELOPMENTAL DISABILITIES WRITTEN INTO LAW THERE ON A NATIONAL OR FEDERAL LEVEL. SO, A DEVELOPMENTAL DISABILITY ACCORDING TO THE BILL OF RIGHTS ACT IS ATTRIBUTABLE TO A MENTAL OR PHYSICAL IMPAIRMENT OR COMBINATION OF MENTAL AND PHYSICAL IMPAIRMENTS AND MANIFEST BEFORE THE INDIVIDUAL TURNS 22 AND IS LIKELY TO CONTINUE INDEFINITELY. NEXT SLIDE, PLEASE. IT'S IMPORTANT IN ADDITION TO WHAT YOU SAW IN THE SLIDE BEFORE IS THAT WE KNOW THE DEVELOPMENTAL DISABILITY RESULTS IN SUBSTANTIAL FUNCTIONAL LIMITATIONS IN THREE-

FOUR OF THE FOLLOWING AREAS. ANY THREE OR MORE THAT COULD BE SELF CARE, RECEPTIVE AND EXPRESSIVE LANGUAGE, LEARNING, MOBILITY, SELF DIRECTION, CAPACITY FOR INDEPENDENT LIVING AND ECONOMIC SELF SUFFICIENCY. AN IMPORTANT CAVEAT THIS INCLUDES INFANT AND YOUNG CHILDREN FROM BIRTH TO THE AGE OF 9 WHO HAVE SUBSTANTIAL DELAY OR A SPECIFIC CONGENITAL OR ACQUIRED CONDITION, ONE THAT MAY BE CONSIDERED TO TURN INTO OR DEVELOP INTO A DEVELOPMENTAL DISABILITY WITHOUT HAVING TO MEET THE THREE OR MORE CONDITIONS IN AREAS OF LIVE ACTIVITY. FROM THERE IS THERE A HIGH PROBABILITY FOR THIS INFANT OR YOUNG CHILD TO RESULT IN HAVING A DEVELOPMENTAL DISABILITY LATER IN LIFE IF SERVICES AREN'T PROVIDED DURING THAT TIME, THAT'S INCLUDED AS WELL. NEXT SLIDE, PLEASE. THIS IS VERY SPECIFIC, THIS IS FOR THE PURPOSE OF QUALIFYING FOR INTELLECTUAL AND QUALIFYING SERVICES THROUGH THE DEPARTMENT OF DEVELOPMENTAL DISABILITY SERVICES. NOTE CALIFORNIA, LIKE MANY STATES THEY HAVE DIFFERENT DEFINITIONS WITH DIFFERENT ELIGIBILITY STANDARDS WHAT QUALIFIES AS A DEVELOPMENTAL DISABILITY FOR THE PURPOSE OF THOSE SERVICES. WE TALKED A LITTLE ABOUT THAT BEFORE. SO IN THIS CASE, THROUGH THE LANTERMANN ACT, THE DEFINITION INCLUDES INTELLECTUAL AND DEVELOPMENTAL DISABILITIES OR INTELLECTUAL DISABILITY, CEREBRAL PALSY, UNCONTROLLED EPILEPSY, AUTISM SPECTRUM DISORDER AND THE FIFTH CATEGORY. SO A LITTLE NOTE ABOUT THE FIFTH CATEGORY. WHAT THAT IS, THAT'S A TERM INCLUDED DISABLING CONDITIONS FOUND TO BE

CLOSELY RELATED TO INTELLECTUAL DISABILITY OR REQUIRING TREATMENT SIMILAR BUT DOESN'T INCLUDE OTHER CONDITIONS SOLELY PHYSICAL IN NATURE. SO THAT'S WHAT'S CALLED THE FIFTH CATEGORY. SO IT CATCHES THOSE CONDITIONS THAT ARE VERY SIMILAR. AND FOR CALIFORNIA THROUGH THE LANTERMANN ACT, THE DEFINITION FOR ELIGIBILITY IS TWO PARTS. IT INCLUDES THESE CATEGORIES OF DEVELOPMENTAL DISABILITIES AND ALSO LOOKING FOR SIGNIFICANT FUNCTIONAL LIMITATION IN THREE OR MORE AREAS OF MAJOR LIFE ACTIVITY. NOW I WILL PASS IT BACK TO TONI. NEXT SLIDE, PLEASE.

>> THANK YOU VERY MUCH, SHERIDAN. I DID ALSO WANT TO MENTION THAT THERE IS A HANDOUT, IF YOU DID NOT SEE IT ON YOUR TOOLBAR THAT YOU COULD PRINTOUT THAT WILL GIVE YOU MORE INFORMATION ALSO. MENTAL HEALTH INCLUDES EMOTIONAL PSYCHOLOGICAL OR SOCIAL WELL-BEING. MENTAL ILLNESS IS A CONDITION THAT AFFECTS A PERSON'S THINKING, FEELING OR MOOD. IT ALSO HELPS DETERMINE HOW WE HANDLE STRESS. HOW WE RELATE TO OTHERS AND HOW WHEN HE MAKE CHOICES. MENTAL HEALTH IS IMPORTANT IN EVERY STAGE OF YOUR LIFE FROM CHILDHOOD TO ADOLESCENCE THROUGH ADULTHOOD. SOME EXAMPLES, JUST SO YOU KNOW, OF MENTAL HEALTH OR PSYCHIATRIC BASED DISABILITIES INCLUDE ATTENTION DEFICIT HYPERACTIVE DISORDER, PANIC DISORDER, POST TRAUMATIC STRESS DISORDER, BIPOLAR, DEPRESSION OBSESSIVE COMPULSIVE, EATING DISORDERS SCHIZOPHRENIA, TO NAME A FEW. NEXT SLIDE, PLEASE. OVER THE COURSE OF YOUR LIFE YOU MAY HAVE

EXPERIENCED MENTAL HEALTH PROBLEMS THAT AFFECT MOOD, THINKING, BEHAVIOR AND MANY FACTORS CONTRIBUTING TO MENTAL HEALTH PROBLEMS INCLUDE BIOLOGICAL FACTORS, SUCH AS YOUR GENES OR THE BRAIN CHEMISTRY. YOUR LIFE EXPERIENCES SUCH AS TRAUMA OR ABUSE. WE ARE GOING TO MOVE INTO MORE OF THE SYSTEMIC UNDERSTANDING OF HOW IMPORTANT IT IS THAT WE RECOGNIZE ABLEISM AND THAT WE FIND WAYS TO INTEGRATE TOOLS AND SUPPORTS INTO OUR DAILY WORK TO BETTER SUPPORT PEOPLE OF ALL ABILITIES AND FOR THOSE WITH DISABILITIES. SO THE PICTURE THAT YOU HAVE BEFORE YOU HERE IS A NICE VISUAL FROM A FRENCH WEBSITE. THAT'S WHAT MANY COUNTRIES ARE STILL EXPERIENCING IN TERMS OF PRACTICE, POLICY, LAW, EVERYDAY EXPERIENCE WITH PEOPLE WITH DISABILITIES. CERTAINLY IT'S A HUGE PART.

>> INDIVIDUALS THAT IS HAVE MAY HAVE DIFFERENT CHALLENGES WE ARE GOING TO MOVE INTO THE UNDERSTANDING OF HOW IMPORTANT IT IS THAT WE RECOGNIZES AND THAT WE FIND WAYS TO ADD TOOLS INTO OUR WORK TO SUPPORT PEOPLE AND FOR THOSE WITH DISABILITIES SO THE PICTURE YOU OF BEFORE YOU HERE IS A NICE VARIABLE AND IT IS A PICTURE BROKEN INTO 4. I WILL START WITH THE TOP RIGHT. THAT IS A REPETITION OF EXCLUSION. IF YOU THINK ABOUT THAT, THAT IS WHAT MANY COUNTRIES ARE STILL EXPERIENCING IN TERMS OF PRACTICE, POLICY, LAW, AND CERTAINLY IT IS A HUGE PART OF OUR HISTORY. IT SHOWS A PICTURE OF A CIRCLE WITH MANY INDIVIDUALS INSIDE. OUTSIDE YOU HAVE PICTURE THAT IS DEPICTING

PEOPLE WITH DISABILITIES. MANY TIMES INDIVIDUALS WERE SEPARATED, NOT ACKNOWLEDGED, AND DIDN'T HAVE IMPORTANCE IN PLACE TO BECOME PARTS OF THE COMMUNITY. CERTAINLY, THERE WAS NOT THIS SUPPORT POLICY AND STRUCTURE IN PLACE. IN THE TOP RIGHT OF THIS PICTURE WE SEE A REPRESENTATION. WHAT WE SEE IS THAT SAME LARGE WITH THE PICTURES INSIDE THEN NEXT TO IT WE SEE A SMALLER CIRCLE AND THAT IS SEPARATE AND HAS PICTURES OF PEOPLE ARE DISABILITIES. THIS REPRESENTS FOR THE UNITED STATES THE RISE OF STATE HOSPITALS AND DEVELOPMENTAL CENTER. HOWEVER, THAT IS WHEN YOU SAW ENVIRONMENTS THAT DIDN'T INTERSECT WITH THE REST OF THE COMMUNITY HENCE THE SMALLER CIRCLE THAT THE NOT TOUCHING THE SMALLER. IN THE BOTTOM LEFT, THIS IS WHERE WE ARE IN THE UNITED STATES AND WE ARE MOVING TORCHED CONCLUSION AND THAT IS THE SAME LARGE CIRCLE AND WITHIN THAT IS A SMALLER CIRCLE WITH PICTURES REPRESENTS PEOPLE WITH DISABILITIES. IT IS SHOWING PEOPLE WITH DISABILITIES ARE WITHIN THE LARGER AND ARE STILL SEGREGATED. IF YOU THINK ABOUT TRADITION EDUCATION SERVICE, THIS GIVES YOU SOME EXAMPLES OF WHAT THIS LOOKS LIKE. AS A SOCIETY WE ARE MOVING TO A PROCESS OF CONCLUDING. THAT IS THAT SAYING ONE CIRCLE, THERE ARE NO OTHERS. WITHIN THE LARGE, YOU SEE EVERYBODY REPRESENTING ALL INDIVIDUALS TOGETHER. WHAT THAT REPRESENTS IS WE HAVE A SOCIETY WHERE WE HAVE POLICY, TOOL THAT IS SUPPORT ALL PEOPLE IN THE COMMUNITY TO BE A PART OF THEIR COMMUNITY IN THE LARGER SENSE. THIS IS IMPORTANT. THE REASON

WHY WE ARE SHARING THIS IS SHOWING WHERE WE HAVE BEEN AS A SOCIETY AND WILL MANY STILL ARE AND WHERE WE ARE GOING. IT SHOWS HOW LAWS, POLICIES IMPACT HOW PEOPLE WITH DISABILITIES ARE INCLUDED OR NOT. NEXT SLIDE PLEASE. SO NOW WE ARE GOING TO TALK A LITTLE BIT. THAT REALLY SET THE STAGE FOR US TO DISCUSS ABLEISM. WE CAN THINK IT IS ONE OF THE ISMS. THINK ABOUT RACISM, SEXISM AND PEOPLE AGAINST L. G. B. T. AND THAT GIVENS YOU A SENSE OF WHAT WE MEAN BY ABLEISM. DISABILITY RIGHTS ARE HUMAN RIGHTS. LET IT TAKE THE IDEAS OF STEREOTYPES, OR LARGE SCALE. MOST PEOPLE ARE NOT AWARE OF THE WORDS OR IMPACTS THAT THEY HAVE. THIS IS WHY WE ARE SO THRILLED TO JOIN YOU TODAY BECAUSE YOU ARE IN IMPORTANT ROLLS IN CHANGING THE SYSTEMS WE ARE A PART OF SO THIS IS EXCITING FOR US TO DO TOGETHER. NEXT SLIDE PLEASE. WE JUST TALKED ABOUT WHAT IT IS. WE TALKED ABOUT DISABILITY RITES AND CIVIL RIGHTS. THE TOP 3 ARE VERY EASY. THIS IS WHAT YOU WOULD SEE -- BUT IT IS IMPORTANT TO KNOW THAT ALTHOUGH EDUCATION, OUTREACH -- WE CAN'T JUST THICK OF THIS IN TERMS OF AWARENESS AND TO ACTIVELY WORK TO MAKE LIFE BETTER FOR PEOPLE. THAT INCLUDES THINGS LIKE COMMUNITY LEADERSHIP AND ROLL MOLDING. IT ALSO INCLUDES THINGS LIKE CHANGE. THIS IS PART OF WHAT WE ARE HERE MEETING ABOUT TODAY. IT IS VERY EXCITING FOR ALL OF US AND YOU TO BE INVOLVED IN THE CHANGE. OF IT IS THE IMPORTANT THAT OTHERS SEE ABLEISM. IT IS IMPORTANT WE USE TOOLS EVERYDAY AND THAT INCLUDES THINGS LIKE PLAIN LANGUAGE. ALL OF THESE THINGS REALLY SPEAK TO THE



ROLL OF GOOD ALLY SHIP. NEXT SLIDE PLEASE. JUST TO START OFF THAT CONVERSATION WE ARE GOING TO START WITH A REAL BASIC ASSUMPTION THAT WORDS CAN HAVE AN ADVANTAGE ON POLICY, PRACTICE, LAW. SO WE WANT TO CHOOSE WORDS WITH DIGNITY. OF COURSE PEOPLE WITH DISABILITIES DON'T WANT SPECIAL TREATMENT. WHAT WE WRITE OR SAY CAN PROMOTE EQUALITY. WE WANT TO EMPHASIS WORK AND ABILITIES NOT NECESSARILY THE DISABILITY. WE NEED TO USE PERSON FIRST LANGUAGE RATHER THAN DISABILITY FIRST. I WANT TO INTRODUCE ANOTHER PHRASE: THAT WOULD BE USING IDENTITY FIRST LANGUAGE WHEN A PERSON INDICATES THAT YOU SHOULD. WE WILL TALK ABOUT WHAT THAT MEANS. PERSON VERSUS IDENTITY. FIRST UNDERSTANDING THAT LANGUAGE DOES HAVE AN IMPACT AND WE WANT TO INVEST IN OUR CHOICES IN PAPER, ON OUR WEAPON SITE, IN PERSON. ALL OF THOSE THINGS ARE SIGNIFICANT. NEXT SLIDE PLEASE. THIS TALKS A LITTLE BIT ABOUT LANGUAGE. IN GENERAL REMEMBER A DISABILITY IS A MEDICAL DEFINITION. PEOPLE FIRST LANGUAGE RESPECTFULLY PUTS THE PERSON BEFORE THE DISABILITY SO IT SEES THE PERSON WITH THE DISABILITY THE SAME THAN REALLY DIFFERENT. HERE ARE COMMON WAYS WE CAN MAKE SURE WE ARE USING PEOPLE FIRST LANGUAGE SO TO START OFF, ONE WOULD BE USING PEOPLE WITH DISABILITIES. ANOTHER WOULD BE USING PHRASES LIKE -- MY NEIGHBOR HAS A DISABILITY RATHER THAN THEY SUFFER FROM SUCH. USING PEOPLE WHO ARE NOT VERBAL OR PEOPLE WHO COMMUNICATE USING PICTURES, ASL., WRITTEN OR THOUGH WHO ARE UNFAMILIAR ASL REFERS TO AMERICAN SIGN

LANGUAGE SO ALL OF THOSE PHRASES WOULD BE PREFERRED TO THE OTHER MORE LABELLING THAT YOU SEE ON THE SLIDE. ANOTHER EXAMPLES WOULD BE PEOPLE WITH MENTAL HEALTH CONDITIONS. WE WANT TO THINK ABOUT HOW WE USE TERMS OR THINGS LIKE MENTAL OR CRAZY AND THINK ABOUT THEM. OF THEY ARE DISRESPECTFUL TO PEOPLE WITH DISABILITIES. WE CAN THINK ABOUT HOW WE USE THOSE WORDS AND TRY TO CHANGE OUR LANGUAGE ACCORDINGLY. THE LAST EXAMPLE IS THIS PERSON RECEIVED SPECIAL EDUCATION SERVICES RATHER THAN SPECIAL EDIT KID OR THAT PERSON IS SPECIAL EDUCATION WHICH IF YOU THINK ABOUT IT DONE MAKE SENSE. IF YOU WANT TO LEARN MORE, THERE ARE GREAT TOOLS INCLUDING THE DEPARTMENT OF R. E. H. A. W. WEBSITE BUT I WANT TO DRAW YOU ATTENTION TO A WEBSITE THAT HAS WONDERFUL ARTICLES ABOUT PEOPLE WITH DISABILITIES. NEXT SLIDE PLEASE. NOW LET TALK A LITTLE BIT -- I HAD MENTIONED A COUPLE SLIDES AGO. HOW DO WE KNOW WHEN TO USE PEOPLE VERSUS IDENTITY. I WANT TO GIVE A DISCUSSION POINT ABOUT IDENTITY FIRST LANGUAGE. THEY SAY THAT MANY SELF ADVOCATES PREFER IDENTITY FIRST BECAUSE OF THE UNDERSTANDING THAT THEIR CONDITION IS PART OF THEIR IDENTITY MUCH LIKE SOMEONE MAY IDENTIFY AS A GAY MAN. THAT WOULD BE FOR THE PERSON WITH THE DISABILITY TO DECIDE IF THEY WANT TO USE IDENTITY FIRST LANGUAGE. IN GENERAL, THIS IS YOUR CHEAT SHEET HERE. YOUR DEFAULT WAY IS TO USE PEOPLE FIRST LANGUAGE. THAT IS A GREAT DEFAULT. NOW IF AND WHEN SOMEONE GIVE US CLUES, DO THAT. BUT ONLY USE IDENTITY FIRST

LANGUAGE FOR THE PERSON THAT INDICATES THE PREFERENCE. AGAIN YOUR DEFAULT SHOULD ALWAYS BE PEOPLE FIRST. THERE ARE 3 COMMUNITIES WHERE YOU SEE THIS MORE OFTEN AND YOU MAY HAVE HAD EXPERIENCE. THIS WOULD BE FOR THE COMMUNITIES SUCH AS THE BLIND, DEAF AND AUTISTIC. FOR THOSE 3 COMMUNITIES, THEY WILL LET YOU KNOW THAT IDENTITY FIRST LANGUAGE IS HOW WE WANT TO BE REFERRED TO. CHANCES ARE THEY ARE NOT GOING TO SAY THEY WANT TO WHICH IS WHY IT IS IMPORTANT TO REALLY HERE AND UNDERSTAND AND INDIVIDUAL AND HOW THEY WANT TO BE REFERRED. NEXT SLIDE PLEASE. NOW THIS IS ANOTHER TOOL THAT CAN BE VERY HELPFUL AND IT IS PRETTY EASY TO START USING RITE NOW. THAT IS PLAIN LANGUAGE. THIS IS WRITING THAT THE DESIGN TODAY BE EASY TO READ AND UNDERSTAND. THEY CAN UNDERSTAND AS EASILY AS POSSIBLE. IT IS MEANT TO BE CLEAR, AND STRAIGHT FORWARD. IT SHOULD BE INCLUDING OF PEOPLE WITH DISABILITIES AND ALSO PEOPLE WITH ENGLISH AS A SECOND LANGUAGE. IT IS GOOD FOR A WIDE VARIETY OF INDIVIDUALS. IT VOIDS COMPLEX WORD OR SENTENCE STRUCTURES. THE STATE COUNSEL HAS GREAT RESOURCES. I WANT TO GIVE A COUPLE OF EXAMPLES. ONE WOULD BE TO WRITE SHORTER SENTENCES AND TO KEEP THE SUBJECT, VERB AND OBJECT CLOSE. AVOID DOUBLE NEGATIVES IF YOU CAN. ANOTHER WOULD BE TO PRESENTS IN AN ORDER IN WHICH THE MATERIAL WILL MAKE SENSE TO THE READER. THINK ABOUT THE MOST BROAD CATEGORY. YOU WANT TO IDENTIFY AND UNDERSTAND YOUR READERS AND THEIR NEEDS. WHAT DO THEY ALREADY KNOW ABOUT THE

SUBJECT IN HAND AND WHAT DO YOU WANT THEM TO KNOW. HOW DO YOU NEED TO WRITE TO CONVEY THE INFORMATION. THIS IS NOT JUST ABOUT WRITE IN A WAY WHERE YOU ARE MORE LIKELY TO BE UNDERSTOOD BUT THE MORE BROAD COMMUNITIES SO ALL PEOPLE CAN UNDERSTAND AS EASILY AS POSSIBLE. THINK ABOUT HOW PLAIN LANGUAGE MAY INFLUENCE THE WAY YOUR FLIERS OR WEB SITE MAY LOOK. NEXT SLIDE PLEASE. I WOULD LIKE TO PASS THIS BACK ONTO TONY.

>> ONE THING WE DO WANT TO MENTION QUICKLY IS PHYSICAL ACCESSIBILITY. IT IS IMPORTANT FOR EVERYBODY. EXTRA INTENTION SHOULD BE TAKEN FOR THOSE WITH DISABILITY. PHYSICAL BARRIERS BLOCK MOVEMENT. WE ALL KNOW OF COURSE THAT WE ALL TAKE ADVANTAGE OF THESE WONDERFUL THINGS IN OUR SOCIETY TODAY. WHEN YOU'RE OUT THERE TRY TO KEEP YOUR EYES OPEN ON WHAT LOOKS LIKE A BARRIER IN REGARDS TO A BUILDING. MAYBE A DOOR. IF YOU'RE GOING INTO THE RESTROOM, DO YOU REALLY NEED TO USE THE BIG STALL IF YOU DIDN'T REALLY NEED IT IS? OKAY. BACK TO YOU.

>> THANK YOU. NEXT SLIDE PLEASE. SO THE NEXT SEVERAL SLIDES HERE, WE ARE GOING TO LOOK AT COMMUNICATION TECHNIQUES AND TOOLS. THESE ARE MEANT TO GIVE YOU STRATEGIES TO PEOPLE OF ALL KINDS. STARTING OFF WITH GENERAL COMMUNICATION TECHNIQUES. THAT WOULD BE TO MAINTAIN PEER APPROPRIATE INTERACTIONS. TO USE PLAIN LANGUAGE. FOR EXAMPLE, AGE APPROPRIATE LANGUAGE, WE WANT TO WATCH FOR ANY DEFENDANT THAT SOMEONE MAY HAVE IN PROCESSING

MULTIPLE COMMANDS OR INSTRUCTIONS. WE WANT TO KEEP THINGS SIMPLE, WE WANT TO WAIT FOR RESPONSES, AND THEN REPEAT AS NECESSARY. A GOOD RULE OF THUMB WOULD BE TO PROVIDE AN INSTRUCTION OR A QUESTION THAT IS ONE STEP AND THEN WAIT 2 SECONDS FOR A RESPONSE BEFORE CONSIDERING IF THE ANSWER WAS HEARD AN OR IF YOU NEED TO REPEAT. NEXT SLIDE PLEASE. SOME OTHER TIPS -- IN SOME OF THESE AGAIN WE DISCUSSED EARLIER AND IT INCLUDES MAKING SURE PEOPLE CAN SEE YOU FACE. ADJUSTING YOURSELF PHYSICALLY TO THE LEVEL OF THE INDIVIDUALS. IF I AM HAVING MORE THAN A MINUTE LONG CONVERSATION WITH SOMETHING IN A WHEELCHAIR, I WOULD WANT TO FIND A CHAIR SO I CAN BE EYE LEVEL Y YOU WANT TO BE SURE NOT TO RUN YOUR WORDS TOGETHER. YOU WANT TO BE SURE THEY CAN REPEAT BACK TO YOU WHAT THEY HAVE HEARD IF YOU'RE CONCERNED IT THAT YOUR MESSAGE WASN'T RECEIVED. YOU WANT TO USE FACIAL EXPRESSIONS. USING COMMON WORDS IN SHORT SENTENCES AND WE WANT TO MAKE SURE YOU'RE ADDRESSING THE QUESTION DIRECTLY. NEXT SLIDE PLEASE. SO ADDITIONAL TIP TO IMPROVE COMMUNICATION. ASK PEOPLE HOW THEY PREFER TO COMMUNICATE. YOU DON'T KNOW EVERYTHING. JUST ASK THEM. PAY ATTENTION TO ANY POINTING OR NODS. TRY USING PEN AND PAPER. MAYBE ASKING SOMEONE TO SPELL A /(  
WORD. DON'T GUESS IF YOU CAN /A VOID. THAT CAN BE VERY FRUSTRATING. YOU WOULD BE SURPRISED AIR LOT OF PEOPLE USE AN APP. FOR THOSE WHO ARE MAYBE LESS VERBAL OR PEOPLE THAT ARE DON'T USE VERB, YOU MAY WANT TO ASK THINGS LIKE SHOW ME

HOW YOU SAY YES OR NO AND SHOW ME HOW YOU POINT. I GIVE SOME EXAMPLES ON THIS SLIDE. THAT CAN BE FOR EXAMPLE SOME PEOPLE MAY SHOW YOU THAT YES IS ONE BLINK AND 3 MAY BE REPEAT THAT OR HELP. IF NEEDED, ASK QUESTIONS OF THE SUPPORT STAFF OR THE INTERPRETER. IN GENERAL, THAT PERSON WILL BE THE BEST RESOURCE ON HOW TO COMMUNITY WITH THEM. ADDITIONAL TIPS WOULD BE WHEN TALKING SOMEONE TO A CHAIR, LET'S SAY SOMEONE WHO IS BLIND. YOU MAY WANT TO PLACE THEIR HAND ON THE BACK OF THE CHAIR. IF THEY ARE USING A SERVICE DOG , DON'T PET THEM. IT MAY /# DISTRACT THEM. PEOPLE WITH VISUAL IMPAIRMENTS MAY PREFER THING WHEN WALKING. YOU WANT TO SPEAK DIRECTLY. GIVE SPECIFIC DIRECTIONS. SAYING THINGS LIKE THE DESK IS AT 6 O'CLOCK IS VERY HELPFUL IF SOMEONE IS IN YOUR OFFICE FOR THE FIRST TIME. WHEN PROVIDING HELP, ASK ALWAYS DON'T ASSUME THEY WANT HELP. NEXT SLIDE PLEASE. THESE ARE SOME ADDITIONAL TIPS. FOR EXAMPLE DON'T INITIATE TOUCH. THIS IS IMPORTANT FOR PEOPLE THAT MAY HAVE SENSORY CONDITIONS. LET'S SAY YOU'RE WORKING WITH A PERSON THAT DOESN'T HAVE ARMS. MAYBE INSTEAD YOUR TOUCHING THEIR SHOULDER. ASK PERMISSION BEFORE TOUCHING SOMEBODIES ITEMS. WHEN SPEAKING TO SOMEONE IN A CHAIR, TRY TO BE EYE LEVEL. SO FOR SOME INDIVIDUALS, YOU MAY HAVE A MORE SUCCESSFUL MEET IF YOU CAN GET RID OF DISTRACTIONS. IF YOU SENSE THAT THEY ARE NOT COMFORTABLE, IT NEVER HURTS TO ASK THAT PERSON HOW YOU CAN MAKE IT MORE COMFORTABLE FOR THEM. NEXT SLIDE PLEASE. THE NEXT SLIDES I WANT TO

SHARE WITH YOU ARE QUOTING FROM PEOPLE WITH DISABILITIES. THEY SHARE THIS WITH THE UNDERSTANDING THAT FOR PEOPLE WHO ARE NEW TO WORKING WITH DISABILITIES. I WILL READ THIS TO YOU. I AM A PERSON FIRST AND ALSO HAPPEN TO HAVE A DISABILITY. IF YOU NEED INFORMATION ABOUT THE DISABILITY, ASK ME HOW YOU SHOULD REFER. ASK IF ASSISTANCE IS NEEDED WITHOUT ASSUMING. MAINTAIN EYE CONTACT AND TALK TO ME. NEXT SLIDE PLEASE. IF I HAVE A SPEECH IMPAIRMENT OR USE AN A. A. C. DEVICE. GIVE ME TIME TO RESPOND. ASK ME TO REPEAT IF NECESSARY THEN I WILL JUST READ ONE MORE FROM HERE. DON'T HESITATE TO USE EVERYDAY EXPRESSIONS. IT IS OKAY TO SAY THINGS LIKE SEE YOU LATER TO A PERSON WHO IS BLIND OR LET'S GO TAKE A WALK TO A PERSON IT A WHEELCHAIR. DON'T GET HUNG UP ON THOSE. NEXT SLIDE PLEASE.

>> THANK YOU. WHAT GREAT TIPS YOU OFFER. NOW I WOULDN'T TO LOOK AT COMMUNICATION IN THE FORM OF DIGITAL DOCUMENTS BECAUSE I LOFT TIMES WE NEED TO KNOW WHAT OUR REQUIREMENTS ARE AND WHAT WE NEED TO DO. DIGITAL DOCUMENTS FOR THE PUBLIC SHOULD BE ACCESSED FOR INDIVIDUALS WITH DISABILITY. THOUGH SHOULD BE CREATED ONLY WITH STATE LAWS PRACTICES. FOR EXAMPLE THERE ARE PARTS OF THE AMERICAN DISABILITIES ACT THAT IT WILL BE ACCESSIBLE. WE ALSO HAVE SECTION 508 YOU NODE BE AWARE OF AND SEVERAL CALIFORNIA CODES WE CAN TALK ABOUT LATER BUT THERE ARE GUIDELINES TO HELP INDIVIDUALS SO THEY HAD ARE RECEIVING THE SAME COMMUNICATION. THERE IS SO MUCH SO PLEASE FEEL FREE TOO PUT A NOTE IN THE

QUESTIONS AREA IF YOU WANT TO KNOW MORE ABOUT THE LAWS. OKAY.  
BACK TO YOU.

>> THANK YOU. NEXT SLIDE PLEASE. AS WE WRAP IT UP HERE. WE  
WANT TO SHARE A FEW THINGS WITH YOU. TECHNICAL ASSISTANT. THE  
STATE COUNSEL OF DEVELOP DISABILITIES -- PART OF OUR JOB IS TO FIND  
BETTER SUPPORT FOR PEOPLE OF ALL ABILITIES. FEEL FREE TO REACH OUT.  
YOU CAN CONTACT US AND YOUR LOCAL OFFICE OF THE WE ALSO HAVE  
THAT WEB SITE THERE. NOTE THE DEPARTMENT HAS A DISABILITY SERVICES  
LINE. 916-558-5755. ADDITIONALLY ANOTHER RESOURCE WOULD BE TO FIND  
WHERE YOUR LOCAL INDEPENDENT CENTER IS. C. F. I. C. WEB SITE LISTED AS  
WELL. THAT IS A GREAT WAY TO FIND THOSE CLOSEST TO YOU. BACK TO YOU  
TONY.

>> OKAY. THANK YOU. SO JUST A COUPLE THINGS I WANT TO SHARE  
WITH YOU. DID YOU KNOW THAT YOUR OFFICE HAS BUILT IN ACCESSIBILITY  
CHECKER. YOU HAVE IT CHECK IT FOR YOU. IT IS A REALLY GREAT START.  
THE OTHER THING IS DEPARTMENT OF REHAB HAS CLASSES WE PROVIDE. 2  
OF THEM ARE THE ONES ON THE SLIDE THERE ACCESSIBLE DOCUMENTS AND  
ACCESSIBLE PDF DOCUMENTS. TO FIND OUT MORE, GO TO THE WEB SITE.  
NEXT SLIDE PLEASE.

>> GREAT. ON BEHALF OF TONY AND I. WE ARE GOING TO PASS THIS  
BACK TO OUR PARTNERS TO TALK ABOUT RESOURCES THAT WE SEE ABOVE  
HERE.



>> THANK YOU SO MUCH. THAT WAS REALLY OUT STANDING. I APPRECIATE YOU POINT OF VIEW. IT IS ALWAYS EXCITING TO LEARN SOMETHING NEW. I DEFINITELY LEARNED TIPS TO DEAL WITH THE POPULATION I DON'T SEE A DAILY BASIS. I HOPE OUR LISTENERS DID AS WELL. AS WE MOVE INTO JUNE FIRST -- THERE ARE SEVERAL HUNDRED THOUSAND PEOPLE THAT WILL BE INTERACTING WITH OUR PROGRAM SO THANK YOU BOTH. I WANTED TO HIGHLIGHT A FEW RESOURCES WE HAVE ON OUR WEB PAGE. YOU SEE HERE SEVERAL LINKS. THIS WILL BE ABLE TO YOU AS WELL AS THE CLOSED CAPTIONING. HERE ARE THE A FEW FINAL REMINDERS. OUR NEXT PRESENTATION IS ON TUESDAY FROM 10:30 TO 11:30. IF YOU WOULD LIKE TO REGISTER, PLEASE VISIT OUR WEB SITE AND YOU CAN ALWAYS EMAIL US IF YOU HAVE ANY QUESTIONS. WE HAVE STAFF HERE THAT READ THAT EVERYDAY AND ARE ABLE TO DIRECT TRAFFIC. THAT IS THE CONCLUSION OF OUR WEB CAST TODAY. AGAIN, ALL OF THIS INFORMATION WILL BE ABLE ONLINE. THANK YOU AGAIN SO MUCH FOR YOUR CONTRIBUTIONS AND WE WILL SEE YOU ALL SOON. THANK YOU.